

Aspira, Inc. Annual Report, 1969-70



New York

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Foreword

Aspira in 1969-70 experienced the most successful year in its history. The number of Aspirantes admitted to college reached 935, up from 901 the year before, and scholarship and loan assistance for entering college freshmen reached \$636,000 from \$368,000 the year before. Our counseling programs served more students than ever before and the Aspira Clubs have broadened the scope of their activities.

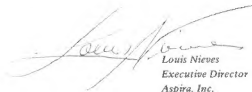
Moreover, this year, important new programs have been added to the spectrum of Aspira services. The Parent-Student Guidance program has demonstrated that Puerto Rican parents can be helped to become more active in the education and aspiration development of their children. The College Retention Program has helped to assure that most of the 900 students serviced and placed during the past year will continue their college educations, with new found financial assistance, sharpened educational goals and improved confidence in their abilities.

Aspira's position as an effective agency, concerned with the strengthening of the Puerto Rican community, is firmly established. But the problems within the Puerto Rican community are evolving and changing rapidly. Violent activism has become the outlet of some young people. They want political power for the

Puerto Rican community now. They want special educational services for their special needs. They want the benefits of the prosperous society that surrounds and ignores them.

Aspira's programs are aimed at developing the skills, within the Puerto Rican community, to achieve these goals in a systematic and deliberate way. Aspira must be strengthened still further, its outreach broadened, its impact on the establishment—particularly the existing educational structures—magnified, if legitimate means of gaining social ends are to achieve broad-based respect in the Puerto Rican community.

Our activities and actions must reflect a wider definition of the agency's role. Aspira is today an advocate for its community, a respected spokesman for a large, alienated and poor minority. If the poor have human rights, Aspira must be heard. We provide a viable alternative to violence and anarchy. But, though our process is orderly, it must not be weak; though our objectives lie in the future, change must happen now.



Louis Nieves
Louis Nieves
Executive Director
Aspira, Inc.

To Serve the Student During Ten Vital Years

Aspira: 1969-1970

Aspira is the largest, most active, most effective Puerto Rican agency in the United States. Its program is the development of the community leadership potential of Puerto Rican youth, through educational achievement and the development of skills needed in modern society. Its goal is to bring the Puerto Rican community into its rightful place in American life while preserving Puerto Rican culture and identity. Aspira teaches and practices the rich cultural traditions of Puerto Rico and develops the self esteem of poverty youth.

The agency today is an active and persistent advocate of broadened educational opportunity for the most educationally deprived community in New York City. In this role Aspira engages in the search for solutions to the problems faced by the Puerto Rican community: poverty, cultural alienation, political impotence, and racial intolerance.

Aspira offers Puerto Rican youth a network of services designed to foster aspiration, awareness, knowledge, and a commitment to the problems of the Puerto Rican community, through conferences, seminars, conventions, papers, and research studies, all targeted to the Puerto Rican youth, planned and implemented with the participation of Aspirantes. Cultural

activities, traditional ceremonies and customs are supported in a network of Aspira Clubs—the laboratories where organizational skills are taught and practiced. Aspirantes are, in addition, offered supportive services: long- and short-range educational counseling by Puerto Rican counselors, scholarship and loan counseling, to assure that no Aspirante who wishes post-secondary education is held back. In college the Retention Program helps the Aspirante adjust to the college environment, to negotiate the details of academic programs, to secure academic services.

Aspira was founded in 1961 by a group of Puerto Rican professionals in New York who recognized the need for the development of Puerto Rican community leadership. At that time there were more than 800,000 Puerto Ricans living in New York, with approximately 100,000 more in cities along the Eastern seaboard and in Chicago. This new minority in the United States lacked effective leadership.

Because it was concentrated in inner-city enclaves it lacked visibility. Because its principal language was Spanish it was walled off from the benefits of the existing school systems and from the cultural life of the cities.

In the 1970's the need for leadership has not diminished. The problems of a poverty community have become increasingly complex and critical with the disintegration of the central city where Puerto Ricans live and work.

Aspira is an agency built on a solid Puerto Rican base. Its Board of Directors is composed of Puerto Rican businessmen, professionals, lay community members and students, and more than 90% of the agency's employees and administrators are Puerto Rican. It is a social service model designed by Puerto Ricans for the unique needs of its youth.

The first step in the Aspira process is the Parent-Student Guidance Program, in which parents are trained to participate actively in the education and personal development of their junior high school age children. The process continues with educational counseling for high school students at Aspira

Centers, and membership in Aspira Clubs for high school students who demonstrate leadership potential.

During his senior year in high school, the Aspirante maps out his education and employment career, and seeks college admission and financial aid, with the assistance of the Scholarship and Loan Center.

Aspirantes who enter college continue to use Aspira's services through the College Retention Program, and they participate in the agency's work, as tutors, club counselors, and special program aides.

Since its founding Aspira's principal method of achieving its goals has been to assist Aspirantes to gain college admission, obtain necessary skills and commit these skills to the needs of their community. All educational counseling programs were conceived with this goal in mind, and during the last five years Aspirantes have been entering college at an ever-increasing rate.

But the young Puerto Rican's hopes for a better life through education continue to be frustrated at virtually every step in the education process, and existing systems of education have failed to achieve the flexibility needed to become responsive to the special needs of ethnic minorities, causing a continued buildup of frustrations: teachers and school administrators fail to establish rapport with poor and culturally alienated children and their families; discipline has become a substitute for guidance and instruction; non-English-speaking children often receive academic instruction in English, and fall behind their classmates; at the college level the few Puerto Rican students find themselves excluded from the mainstream of student life; and, to most Puerto Ricans, poverty is the constant accompaniment to this series of frustrations.

For these reasons many Puerto Ricans never reach high school. Of those who do, 50% fail to graduate. Of these few survivors, only 10% enter college, as against a national average of almost 60%. And, according to Aspira's figures, among Puerto Ricans who do enter college two out of three drop out by the end of their sophomore year.

Clearly Aspira must respond to the full range of the problems

faced by young Puerto Ricans in their efforts to achieve equality in education, and Aspira has broadened the scope of its programs to provide guidance and assistance to Puerto Ricans from the junior high school years through college.

Extension of the Aspira program has created a need for an enlarged and more complex organization. This has put a heavy load on our staff and resources. But it is also producing new, positive *kinds* of results: increased participation by Puerto Rican parents in school affairs; more participation by parents in the education of their children; re-enrollment of college drop-outs, with the financial and counseling assistance needed to help assure graduation; part-time and summer jobs for Puerto Rican college students who need additional income to make their educations possible.

Because of the urgency of the problems faced by the Puerto Rican community, Aspira has had to make a more activist response to community needs. Aspira has taken on the task of applying strong pressures toward the restructuring of the archaic school system which, by its nature, fails to serve culturally alienated minorities.

Aspira works at all levels, not only the student level. We negotiate with boards of education, with school boards, with elected officials. And the system is beginning to respond. This is possible because Aspira is now one of the leading spokesmen for the Puerto Rican community, an acknowledged advocate for the Puerto Rican cause in the school system and beyond. Key staff members have been appointed to a variety of public and private policy making groups including committees of the U.S. Office of Education, College Entrance Examination Board, and the State Education Department. Thus, we do not merely educate ourselves; we educate an indifferent society to problems and needs within it.

Aspira's dedicated board members, led by Sr. Ivan E. Irizarry, continued to be deeply involved in the agency's forward movement and expansion. Financial support from corporations and foundations once again provided the flexibility needed to take full advantage of new approaches to meeting community needs.

Los Nuestros

Those We Serve

The Puerto Rican youngster: he often does not speak English, or at least not as well as other children; his parents both work, but his living standard is well below average; he lives in a depressed and depressing neighborhood; at school his teachers treat him with disdain or indifference; some of his neighbors, relatives or friends are drug addicts; when he is sick he receives cursory, depersonalized treatment at a clinic where he must wait for hours to be helped; his family cannot afford legal help when needed; they don't know what social services are available to them or how to obtain them.

By the time he reaches high school—if he does—he thinks there is something wrong with him—inherently wrong. He has rarely experienced success—confidence and a sense of self worth have not been built.

In high school he lacks the confidence to participate in group activities, and completely misses out on this important experience and training.

The building of the self—which should have begun and been supported throughout early childhood—must be accomplished, with much greater difficulty, later on, when the experience of failure has built walls between the youngster and the world. *Aspira* helps him to develop self-esteem and to reach out to a

wider world before he becomes angry and hostile and chooses self-defeating roads, before the walls close in.

In the Aspira program the Puerto Rican youngster is given a chance to succeed, is given the support of his peers, is given an opportunity to set achievable goals and is given the training and support needed to work actively toward these goals in a constructive way. The group gives him a little courage, very often his first sense of it, his first experience of his own strength.

Few Puerto Rican youngsters would set out to become president of the student body, but some Aspira clubs have set such a goal.

Most Puerto Rican youngsters think it virtually impossible to alter their environments in any way, yet Aspira clubs have challenged the policy and wisdom of boards of education, offered their own alternatives, and gained respect in the process.

Most Puerto Rican students are underachievers, because their background does not foster educational values, their schools expect them to fail, and their studies appear to them irrelevant to their daily lives. In the Aspira Club the young Puerto Rican chooses his own studies and projects: the Club is always relevant. Aspira Clubs have undertaken studies and issued reports. Aspirantes advocated the Student Bill of Rights which was accepted by the Board of Education. One group of Puerto Rican college students developed a four-year curriculum of Puerto Rican studies.

The Aspirante learns to deal with the "outside" world, with whites, blacks, adults. He learns how to move people, and through his accomplishments he develops the confidence to become a constructive advocate for himself and the Puerto Rican community.

Parent - Student Guidance Program

The Parents' Role in Education

In the Fall of 1969 a pilot program was begun, involving the parents of seventy-six families, to encourage Puerto Rican parents to participate actively in the education of their children, to involve themselves in school affairs, and to bridge the cultural gap between Island-born parents and children born and raised in New York City.

The Parent-Student Guidance Program consists of weekly sessions for each study group of approximately ten families. At these sessions parents study and discuss materials supplied by Aspira about the New York City school system, the importance of home study supervision, higher education opportunities, school visits by parents and other topics which will strengthen the parents' ability to improve their children's achievement.

The response from parents has been enthusiastic. Virtually all parents who enrolled at the start of the project have completed the first year's program. Usually for the first time in their lives, Puerto Rican parents who were formerly intimidated by the city's complex educational hierarchy are now involved in parent-teacher organizations, attend Open School Days, discuss their children's problems, as they come up, with teachers and guidance counselors, and organize to influence the school system to be more sensitive and responsive to the special requirements of Puerto Rican children.

The program is already demonstrating to school system professionals that the Puerto Rican community takes education seriously and is determined to reap its benefits. And the group approach to parent orientation and training is providing individual members with the confidence to approach the school system with reasonable inquiries and demands.

In 1970-1971 we plan to expand to approximately 300 families, and for parents in the program for a second year there will be emphasis on introducing junior high school students to some of the tangible benefits of education and to some aspects of contemporary life rarely experienced by inner-city youngsters. Parents trained in their first year of orientation will take groups of children on trips to professional offices, courthouses, places of business, hospitals, colleges, television stations, editorial offices, so that the children can begin early to develop a feeling for the potentially productive lives they are approaching, and form preferences, tastes, and aspirations.

Traditionally, on the mainland, Puerto Rican parents are not active in the education of their children: the demands of day-to-day existence leave little time for community work or home supervision; language and cultural differences inhibit effective communication with the school system; and as the smaller of the two urban minorities their needs are given short shrift by the education establishment. Their children are therefore not exposed to middle class values and know little of the paths open to them outside the inner city. The Parent-Student Guidance Program is designed to remedy this alienation, to help the Puerto Rican family secure the essential benefits of education for their children, and to help the children achieve the full benefits of their education.

The Counseling Program

Forming Aspirations

The Aspira Counseling Program is an in-depth service available to all high school freshmen, sophomores and juniors. The service is housed at three Aspira centers in Manhattan, the Bronx and Brooklyn.

The Educational Counselor's function is to develop the educational and career aspirations of the high school student. The Counseling Program provides discussion workshops and lectures on dozens of career and education opportunities, and includes field trips to such places as hospitals, museums, social service agencies, newspaper offices, etc. The workshops, lectures and field trips are all designed to develop aspirations and a positive orientation to the future among Puerto Rican high school students. The students are provided with printed materials on career opportunities, and all of these group activities include question and answer periods in which the young student has an opportunity to relate directly to successful professionals—usually Puerto Ricans—who have emerged from the backgrounds these youngsters are experiencing now.

At the core of the counseling program is the one-to-one relationship between the counselor and the student. Based on

his level of self-confidence, self-awareness and on his responsiveness to his peers and to educational, social and cultural stimuli, personal and group activities and programs are planned for each student.

The objectives of the counseling program are:

- To insure that the student continues his education
- To insure that the student is doing his best in school
- To insure that the student develops realistic ambitions in education and career
- To insure that the student develops a respect for education as the principal means of achieving his goals

The Educational Counselor also acts as the student's advocate—as a kind of surrogate parent—in the student's relationships with his school. Much of the Educational Counselor's time is spent in high schools in efforts to make the schools more responsive to the special needs, interests and problems of individual students.

In the past year over 5,000 Puerto Rican high school students availed themselves of the services of the Aspira Counseling Program.

The Club Program

The Development of Leadership

The Aspira Club Program is designed to encourage a sense of identity and a commitment to leadership in the young Puerto Rican. Students who are aware that the social and economic systems have short-changed them, and who believe they can do better, are usually the first to achieve membership in the Aspira Clubs, a status conferred only by each Club's elected Board.

There are 36 Aspira Clubs in the New York City area, with membership limited to 60 per club. New Clubs will be formed as student demand increases. Club membership spans the freshman through senior year in high school, and most Clubs draw their membership from the students of a single high school. In addition there are a number of "home" Clubs situated at Aspira Centers to draw membership from schools at which the Puerto Rican population is not large enough to support a Club.

Club goals and activities are determined by the students, within guidelines which have been traditional to Aspira Clubs since their inception. The activities and goals of the Clubs are related primarily to the problems of the Puerto Rican community today, and Aspira Clubs have involved themselves actively in issues of the day: open enrollment at the City University of New York; local school board elections; student rights. All Club activities fall within the framework of the five committees

which are standard in every club: Education; Identity (Culture); Membership; Social; Issues and Action. Every Club member is a member of at least one committee.

Aspira provides guidance to each Club through Community Organizers, each of whom is assigned to six clubs. Club meetings and committee meetings are attended by the Club's Organizer or one of his two aides. The Organizer and his staff are trainers, teachers and motivators; their job is to organize the experience of the Clubs so that the members develop their group action and leadership abilities. They serve as a constantly available resource to the Clubs to provide assistance in all areas of the Club's activities.

The Aspira Clubs are federated into the Aspira Club Federation (ACF). The ACF acts in concert on city-wide and national issues, and provides youth representation to community groups, to conferences on youth and the problems of youth, and to other special panels. ACF conducts an annual two-week leadership seminar to Puerto Rico and an annual weekend conference on the problems of the Puerto Rican community and the goals of Aspira.

The elected Board of ACF automatically provides three of the five student members to the Aspira Board of Directors.

And, as part of their leadership development, ACF members and other Aspirantes as well, participate in important agency activities and committees.

Active participation in Aspira Clubs is encouraged as the most effective means of learning the techniques of democratic action, advocacy, and the responsibilities of educated Puerto Rican leaders.

The benefits of the Aspira leadership development program are now felt in the Puerto Rican community. At the college level former Aspirantes are the backbone of the growing number of Puerto Rican college student organizations which are working to make colleges more responsive to the needs of minorities. Former Aspirantes have been active in gaining recognition for the Puerto Rican minority problem at the city, state and federal level, as well as in private agencies. A former Aspirante is now a member of the Board of Higher Education of the City of New York, and others are members of important government panels and commissions. Still others are active in community organizations and development efforts, and many Aspirantes return to Aspira as staff members. These are the fruits of the Aspira process, which will in time achieve for the Puerto Rican community its rightful position in the mainstream of American life.

Scholarship and Loan Center

*"No Qualified Student Who Wants
to Go to College Should Be Barred by Lack of Money."*

The Scholarship and Loan Center is supported by a Talent Search grant from the United States Office of Education. The Center is a placement agency which introduces students to a broad range of career and college opportunities and matches high school seniors to appropriate post-secondary education. This year 935 high school seniors were assisted by the Center in gaining college admission, an increase from the previous year's 901, but a smaller increase than in earlier years. However, the outlook for the future of these placements is brighter than in previous years, because initial financial aid obtained by Aspirantes with Aspira's assistance reached \$636,000 as against \$368,000 last year, an increase of 67% per student. The staff of the Center has a high level of mastery of the job of college placement and scholarship procurement, and has developed close working relationships with college and university admissions offices all over the country.

The Center conducts a high school outreach program and services any and all Puerto Rican high school seniors, whether or not they have been involved in other Aspira programs in earlier high school class levels. The outreach workers hold conferences, and give lectures and slide presentations to orient students to post-secondary education opportunities. They work

directly with school guidance counselors to assist them in their work with Puerto Rican students.

This year, every Aspirante who sought post-secondary school placement assistance from the Scholarship and Loan Center was placed in college, usually in the school of their choice.

The major cause of the slowed growth in college admissions is the fact that Puerto Rican students are not yet applying for college admission in significantly large numbers.

This year a massive challenge was placed before the Scholarship and Loan Center when the City University of New York established its new "open admissions" policy, under which any high school graduate in New York could gain admission to CUNY. The Board of Education and the University did not back up this policy with the orientation, information and financial counseling support needed by the thousands of young people toward whom this program is directed.

Aspira stepped in, made its information and guidance services available to anyone who sought them, and attempted to recruit all potential Puerto Rican college students for college placement. (Many of these non-Aspirantes, aided late in their senior years, did enter CUNY, but are not included in the above college placement figures.)

The open admissions policy now stands as a permanent challenge to Aspira's recruiting, counseling and leadership programs at the freshman, sophomore and junior levels in high school, to make

open admissions a genuine opportunity for Puerto Rican youngsters.

During 1969-1970 Aspira has reduced the number of colleges at which it attempts to place students, because we have learned that Puerto Rican students, in ones and twos at numerous colleges around the country, do not fare well in these situations of isolation. Aspira now encourages matriculation of larger numbers of students at fewer colleges, to stimulate the formation of college-based Puerto Rican organizations and groups, to assure the presence of Puerto Rican upperclassmen to whom incoming freshmen can relate, and to concentrate Puerto Rican students where Aspira's College Retention Program can provide ongoing counseling and aid after college admission.

During its first eight years college admission was Aspira's main target. Now, to make more effective the broadening of Aspira's programs to the ten-year period from junior high school through college, this core aspect of the program has been separated from the high school counseling and leadership development programs. Under this reorganization, high school freshmen, sophomores and juniors receive guidance from a full-time staff that is not burdened with the crucial work of gaining college admission for seniors. The staff of the Scholarship and Loan Center is concerned with college admission and financial aid only. Because of its concentration and emphasis on college admission and scholarship and loan aid, the Scholarship and Loan Center has developed into a fully professional college placement program.

College Retention Program

*Special Services for Unique
Needs in Higher Education*

With a grant of \$233,000 from the Carnegie Corporation and \$71,000 from the United States Office of Education, Aspira's College Retention Program was able to launch full-scale operation during this past year. Almost at once the response of college students—70% former Aspirantes, the remainder other Puerto Rican collegians—created a full-time load for the counselors who staff the program.

The College Retention Program was created because it was learned by Aspira that as many as two-thirds of Puerto Ricans who enter college drop out before completing four years of college. It is clear that opening the gates to our colleges and universities is not enough. This drop out rate is particularly unfortunate in the Puerto Rican community, where fewer than one percent of the population are college graduates.

The College Retention Program offers counseling and aid to students who have already dropped out of college but wish to enroll again as well as to students who are still enrolled but are finding it difficult to continue.

The special problems and needs faced by Puerto Ricans in college fall into these principal groupings:

- academic difficulties
- an alien or hostile social climate
- lack of guidance programs
- family problems
- economic needs
- need for transfer due to changed area of academic interest, completion of course at a two-year college or desire for graduate studies

The College Retention Program provides educational counseling, seeks out and identifies sources of financial aid, helps students to obtain school transfers, provides consultation and advice for students with personal problems, and helps students to find jobs.

Traditionally Puerto Rican college students have pursued careers in teaching and social work, because these are the professions to which they are exposed in their formative years, but often, during the college years, they find they are not suited to these professions. Much of the College Retention Program's emphasis has been on introducing students to other fields of study, fields in which professionals are sorely needed in Puerto Rican communities—health, law, accounting, engineering.

The Center is staffed with a Director, assistant Director and seven counselors, four of whom are stationed at Center headquarters and three of whom circulate among college campuses where Puerto Rican students have been placed.

The four Center counselors are each assigned to a special area of college student assistance: graduate school placement; financial aid; employment—part time jobs for students and full time career placements for graduating seniors; medical careers, a special emphasis program, to place Puerto Rican college students and graduates in health-related studies and jobs, a field in which the Puerto Rican community is grossly under-represented.

The circulating counselors work principally with entering college freshmen to assist them over the extremely difficult hurdles the young Puerto Rican encounters in his initial contact with college life.

During its partial year of operation, Aspira's College Retention Program provided services to over 900 Puerto Rican college students and dropouts and secured financial assistance totaling \$65,000 for 89 students.

The College Retention Program is the inevitable outgrowth of Aspira's early years, and it is also the most efficient and productive program. Because it helps people who have overcome great obstacles during their early years in order to reach college, it is dealing with individuals who are basically highly motivated and capable. Accordingly it is a program in which a little service--counseling, scholarship or placement aid--produces great results.

The first goal of the College Retention Program is to reduce the rate of Puerto Rican college dropouts from 65% to, at most, the level experienced by non-minority college students--40%. This will become possible when the program is funded for a staff large enough to provide service to most Puerto Ricans in college.

The Health, Education and Welfare Department grant of \$71,000, for "special services for disadvantaged students in institutions of higher education" was the only HEW grant this year to a non-college-affiliated agency for this purpose. This demonstration of support, the enthusiastic participation of students and cooperating colleges, the clearly demonstrated need, and the success of the program to date, give us confidence that the College Retention Program will be able to expand, with the support of both government and private interests, in the coming years.

STUDENT PROFILES 1969/1970

Number of students serviced	5,405
New intakes for 1969/70	1,584
Students by age:	
Under 15	25%
16-21	75%
Total	100%
Place of birth:	
Puerto Rico	24%
U.S.A.	67%
Other	9%
Total	100%
High School Programs:	
Academic Courses	64%
Commercial Courses	15%
Vocational Courses	13%
General and Other Courses	8%
Total	100%

1970 COLLEGE PLACEMENT SUMMARY

	1970	1969	1968	1967	1966
Private 4-Year Colleges	266	460	210	146	63
Private 2-Year Colleges	4	20	58	20	3
State 4-Year Colleges	84	172	28	16	2
State 2-Year Colleges	11	61	32	5	
City University of New York (4 Years)	306	121	53	71	2
City Community Colleges (2 Years)	264	67	76	79	2
Total Number of Students	935	901	467	337	72

FINANCIAL AID AWARDED -1970

<i>Scholarship and Loan Center</i>	
Educational Opportunity Grants	\$107,760
Work Study	21,900
State Loan	18,450
National Defense Student Loan is the Federal Loan	57,200
State Scholarships	97,240
Institutional Scholarship	272,900
Miscellaneous	67,088
Sub Total	642,538
College Retention Program	63,971
Grand Total	\$706,509

Major Corporate Contributors

Allied Mills, Inc.
 American Can Company
 American Metal Climax, Inc.
 Atlantic Richfield Company
 Bacardi Corporation
 Banco Credito y Ahorro Ponceño
 Banco de Ponce
 Banco Popular de Puerto Rico
 Bankers Trust Company
 Becton, Dickinson & Company
 Bowery Savings Bank
 Bristol-Myers Corporation
 Bustelo Coffee Roasting Co., Inc.
 (Beech-Nut Life Savers)
 Chase Manhattan Bank
 Chemical Bank
 Colgate Palmolive Company
 Commonwealth Oil Refining Co., Inc.
 Compton Advertising, Inc.
 Commonwealth Edison Company
 City Title Insurance Company
 Con Edison
 Container Corporation
 Continental Can Company
 Corporation Trust Company
 Cowles Communication Inc.
 Eastern Airlines
 Economic Development Administration
 Equitable Life Assurance Company
 General Telephone & Electronics Corp.
 The Grand Union Company
 Gulf Oil Corporation
 Gulf & Western Industries
 Harwood Manufacturing Company
 Hilton International Company
 Hooker Chemical Corporation
 HRH Construction Corporation
 International Business Machines Corp.
 International Paper Company
 International Telephone & Telegraph Corp.
 Jervis Corporation
 The Jewish Settlement House of
 The East Side, Inc.
 Kinney National Service, Incorporated
 Kraftco Corporation
 Kraft Foods Division
 Sealtest Foods Division
 Breakstone Sugar Creek Foods Division

Lennen & Newell, Inc.
 Lerner Stores Corporation
 Levitt & Sons, Inc.
 Macy's New York
 Las Madras de Aspira
 Mantecados Payco, Inc.
 Manufacturers Hanover Trust Co.
 Metropolitan Life Insurance Company
 Nebraska Consolidated Mills Company
 New England Petroleum Corporation
 New York Life Insurance
 New York Telephone Company
 Ogilvy & Mather, Inc.
 Pan American Airways, Inc.
 J. C. Penney Co., Inc.
 Phelps Dodge Copper Products Corp.
 Philip Morris, Inc.
 Phillips Puerto Rico Core, Inc.
 Plaza Provision Company
 Ponce De Leon Federal Savings
 & Loan Association
 Puerto Rican Cement Company, Inc.
 Pueblo Supermarkets, Inc.
 Readers Digest
 R. J. Reynolds Tobacco Co.
 Rexach Construction Company
 Joseph E. Seagram & Sons, Inc.
 Sears-Roebuck and Company
 Security National Bank of Long Island
 The Singer Company
 Standard Oil Company Incorporated
 (New Jersey)
 Time Incorporated
 Union Carbide Corporation
 United States Steel Corporation
 F. W. Woolworth Co.
 Western Electric

UNIONS

International Ladies' Garment
 Workers' Union
 Seafarers International Union
 of North America

*Not
 listed separately*

Government Grants

City of New York Council Against Poverty
 Commonwealth of Puerto Rico
 Special Services, U. S. Office of Education
 Talent Search, U. S. Office of Education

Major Foundation Contributors

Marion R. Ascoli Fund
 Branham Foundation
 Carnegie Corporation of New York
 College Entrance Examination Board
 Dewitt Wallace Fund, Inc.
 Rockefeller Brothers Fund

The Esther A. & Joseph Klingenstein Fund, Inc.
 Lavanburg Corner House, Inc.
 The Levitt Foundation
 The Madeleine M. Low Fund, Inc.
 The New-Land Foundation, Inc.
 Jack I. & Lillian L. Poses Foundation

Colleges and Universities Accepting Aspirantes for 1969/70 Academic Year

CONNECTICUT

Connecticut College

ILLINOIS

Trinity College
 Northwestern University

MAINE

Bowdoin College

NEW JERSEY

Princeton University

NEW YORK

Adelphi University
 Barnard College
 Bard College
 Bernard Baruch (CUNY)
 Borough of Manhattan Community College
 Brooklyn College (CUNY)
 Bronx Community College (CUNY)
 Columbia University
 Cooper Union
 Cornell University
 Cortland University
 C.W. Post College
 Fashion Institute of Technology
 Fordham University
 Hamilton College
 Herbert H. Lehman College (CUNY)
 Hofstra University
 Hunter College (CUNY)
 John Jay University
 Keuka College
 Kingsborough Community College
 Kirkland College
 Long Island University
 Maritime College
 Marymount College
 Mercy College
 Mills College of Education
 New York City Community College
 New York Institute of Technology
 Notre Dame, Staten Island, N.Y.

New York University

Orange County Community College
 Pace College
 Polytechnic Institute of Brooklyn
 Pratt Institute
 Rensselaer Polytechnic Institute
 School of Visual Arts
 Staten Island Community College
 St. Bonaventura
 St. Francis College
 St. John's University
 State University of Albany
 State University of Alfred
 State University of Binghamton
 State University of Harpur
 State University of Brockport
 State University of Buffalo
 State University of Canton
 State University of Cortland
 State University of Farmingdale
 State University of Fredonia
 State University of Geneseo
 State University of New Paltz
 State University of Oneonta
 State University of Oswego
 State University of Plattsburgh
 State University of Stonybrook
 State University of Westbury
 State University of Old Westbury
 Suffolk Community College
 Syracuse University
 University of Rochester
 Utica College

PUERTO RICO

Catholic University
 Inter-American University
 Universidad de Puerto Rico,
 Rio, Piedras

WISCONSIN

Milton College

Combined Statement of Receipts, Expenses and Fund Balance

July 1, 1969 - June 30, 1970

	General Operating Fund
<u>Receipts</u>	
City of New York - Revolving Fund	
City of New York - Withholding Taxes	
Commonwealth of Puerto Rico	75,000.00
Contributions - Community	2,802.71
Overhead Contributions	23,428.00
Corporate Contributions	14,750.00
Foundation Grants	12,500.00
Aspira Club Federation Dance Funds	148.00
Aspira of America	73,313.84
Work Study Program	7,554.50
Miscellaneous Income	1,463.73
U. S. Department of Education	
Total Receipts	<u>210,960.78</u>
<u>Expenses</u>	
Personnel	120,921.49
Fringe Benefits	15,589.03
Consultants	3,332.98
Travel	1,741.97
Rent	12,582.56
Lease of Equipment	5,605.42
Consumable Supplies	5,152.66
Other Costs	10,785.35
Program Expense	5,863.32
Administrative Expense	30,000.00
Total Expenses	<u>211,574.78</u>
Excess of Receipts over Expenses	
Excess of Expenses over Receipts	(614.00)
Fund Balance - June 30, 1969	39,695.08
Fund Balance - June 30, 1970	<u>39,081.08</u>

Community Development Agency Fund	Scholarship & Loan Center Fund Talent Search	College Retention Program Fund	Total
233,841.00			233,841.00
44,498.46			44,498.46
			75,000.00
			2,802.71
			23,428.00
			14,750.00
		93,100.00	105,600.00
			148.00
			73,313.84
			7,554.50
			1,463.73
	82,397.80		82,397.80
<u>278,339.46</u>	<u>82,397.80</u>	<u>93,100.00</u>	<u>664,798.04</u>
207,282.28	54,507.95	17,952.09	400,663.81
18,403.84	7,612.73	2,178.07	43,783.67
6,000.00		142.00	9,474.98
158.21	567.26	194.07	2,661.51
33,862.23		2,047.50	48,492.29
		1,250.00	6,855.42
1,255.55	3,386.77	1,300.75	11,095.73
8,346.75	16,323.09	1,702.25	37,157.44
		15,520.00	21,383.32
			30,000.00
<u>275,308.86</u>	<u>82,397.80</u>	<u>42,286.73</u>	<u>611,568.17</u>
3,030.60		50,813.27	53,843.87
			(614.00)
			39,695.08
<u>3,030.60</u>		<u>50,813.27</u>	<u>92,924.95</u>

Accountant's Report

December 2, 1970

Aspira, Inc.
296 Fifth Avenue
New York, N. Y. 10001

Gentlemen:

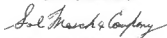
Pursuant to engagement we have made an examination of the Aspira, Inc. Fund Assets relating to the General Operating Fund, C D A Fund, Scholarship and Loan Center Fund and College Retention Program Fund.

The funds and the statements presented herewith are shown primarily on a cash basis.

Our examination was made in accordance with generally accepted auditing standards and included such tests of the accounting records and such other procedures as were considered necessary in the circumstances.

In our opinion, subject to the foregoing comment, the accompanying exhibits and related schedules present fairly the financial position of Aspira, Inc. as at June 30, 1970, in conformity with generally accepted accounting principles.

Respectfully submitted,



SOL MASCH & COMPANY
CERTIFIED PUBLIC ACCOUNTANTS
STATE OF NEW YORK

Executive Staff and Centers

Louis Nieves, Executive Director
Miss Isaura Santiago, Program Director

ASPIRA, Inc.
Main Center
296 Fifth Avenue
New York, New York 10001
Tel. 244-1110

Mrs. Maria Mercado, Director
Scholarship and Loan Center

Miss Margirita Olivieri, Director
College Retention Program

ASPIRA Bronx Center
420 East 149th Street
Bronx, New York 10455
Tel. 585-4310

Julio Torres
Borough Center Director

David Gaffney
Parent-Student Guidance
Coordinator

ASPIRA Manhattan Center
216 West 14th Street
New York, New York 10011
Tel. 924-8336

Ramon Arbons
Borough Center Director

Frank Puig III
Aspira Club Federation
Coordinator

ASPIRA Brooklyn Center
161 Remsen Street
Brooklyn, New York 11201
Tel. 855-7011

Mrs. Sarah Sackett
Borough Center Director

Aspira, Inc. Board of Directors 1970-71

Mr. Ivan E. Irizarry
Mrs. Blanca Cedeño
Mr. Manuel Samalot
Mr. Angel Vega
Mr. Alfredo Mathew, Jr.

Chairman of the Board
Vice-Chairman, Program
Vice-Chairman, Finance
Secretary
Treasurer

Professor Federico Aquino
José Cabranes, Esq.
Mr. Julius Félix
Mr. Fernando Ferrer
Mrs. Olga S. Gandara
Mr. Manuel A. Gonzalez
Mr. Richard Gonzalez
Oscar Gonzalez-Suarez, Esq.
Mr. Luis M. Neco
Mr. Angelo Núñez
Mr. Thomas Rios
Mr. Victor M. Rivera
Mr. Erasto Torres
Francisco Trilla, M.D.